Tentative (topics subject to change) Schedule for the Assessment Strand in TEED 522

Note: Please read the chapters listed under the dates before you come to class that day!

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| January 10  9 – noon  Read Ch 1 & 2 | **Introduction to Assessment** The role of assessment in teaching & learning; Washington State context; intro to learning targets & assessment methods. |
| Learning Targets  Session 1 | 1. students will know the definitions for the basic assessment terms: LT, evidence, assessment, evaluation, summative, and formative (Fact);  2. students will begin to develop understanding of basic assessment terms: LT, evidence, assessment, evaluation (Concept);  3. students will develop a positive disposition toward assessment (Disposition). |
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| January 14  9 – noon  Read Ch 3 | **About Learning Targets** the structure and role of learning targets; evidence of student achievement. |
| Learning Targets  Session 2 | 1. Know the different learning target categories: Fact; Concept; Skill (introduced or practiced); Disposition (Fact);  2. Know the characteristics of an effective learning target. Targets will be characterized as: Clear; Categorized (see #1); Related to standards (as appropriate) (Fact);  3. Begin to develop understanding of the learning target categories (Concept);  4. Develop a beginning ability to write an effective learning target (Introduced Skill). |
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| January 22  9 – noon  Read Ch 4 | **Targets => Evidence** more on learning targets and their role in learning; focus on evidence of student achievement; different kinds of evidence for different kinds of targets. |
| Learning Targets  Session 3 | 1. Develop refined understanding of the learning target categories (fact, concept, skill, and disposition) and their implications for students’ and teachers’ actions (Concept);  2. Develop ability to write LTs and statements of evidence that will facilitate focused instruction and student learning (Introduced Skill);  3. Continue to develop an appreciation for the importance of carefully considered and well-structured learning targets and statements of evidence (Disposition). |
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| January 29  9 – noon  Read article and your Jigsaw Ch. | **Moving from Learning Targets and Evidence Toward Assessment** Refining your understanding of the long range planning process (Backward Curriculum Design) and the progression from learning targets to evidence and assessment; work with your jigsaw team. |
| Learning Targets  Session 4 | 1. Continue to develop ability to write effective learning targets and associated statements of evidence. (Practiced Skill);  2. Develop understanding of the relationship between LTs, evidence and assessment. (Concept);  3. Construct a beginning understanding of the ways in which mis-measurement (“bias and distortion”) may enter into the assessment process. (Concept) |
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| February 6  9 – noon | **Assessment Methods Jigsaw**  exposure to four fundamental methods of assessment and detailed consideration of one of these. |
| Learning Targets  Session 5 | 1. Develop understanding of assessment methods and their relationship to learning target categories (Concept);  2. Develop skill with the design and implementation of specific assessment methods (Introduced Skill). |
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| February 21  9 – noon | **Review, Scoring Guides, Minimizing Mis-Measurement**  solidifying understanding of the sequence of assessment; examining scoring guides; assessing dispositions; prep for the quiz. |
| Learning Targets  Session 6 | 1. Solidify understanding of the backward design process and the role of assessment in the processes of learning and teaching (Concept);  2. Develop understanding of the structure and utility of scoring guides (Concept);  3. Develop ability to select and create appropriate scoring guides (Introduced Skill);  4. Develop understanding of potential for mis-measurement and ways to avoid it in assessment (Concept); |
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| March 5  9 - noon Greenwood article (Distributed in class) | **Synthesis and Implications of Assessment in Middle & High Schools** What have we learned? Quiz; Pre-Post assignment; Who Graduates and Who Does Not? Course Evaluation. |
| Learning Targets  Session 7 | 1. Begin to create a pre-post assessment scheme for your unit plan (Introduced Skill);  2. Develop understanding of the assessment of disposition (Concept);  3. Develop understanding of factors associated with success and failure in K-12 education as related to assessment (Concept);  4. Develop ability to search OSPI database of assessment metrics (Introduced Skill). |

